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The author has considerable difficulty in creating confidence in results possessing such low correlation. Nor does he increase the reader's confidence when he adds data for a "representative group" of 124 Seniors, selected from a single high school in Indianapolis, showing a correlation coefficient of .47, which is 20 points higher than for the six thousand cases. This group is "representative" neither in method of selection nor in the results pictured.

A further point of criticism concerns the loose manner in which the statistical material is presented. On page 21, for example, a chart appears which shows the distribution of intelligence for the entire group of subjects. Letters are assigned for the intervals on the base line ranging from A+ to F. The interval for grade A+ is 20 points; for grade C, 5 points; for grade F, 45 points; and for each of the other grades, 10 points. The reasons for this unequal division of the base line are adequately explained in the accompanying text. However, on page 33, two distribution curves are shown, using, on the horizontal axis, the same letter scores as on page 21, but *distributed equally* across the base line. This distortion of the base-line units, which entirely invalidates the interpretation of the curve, appears frequently throughout the book. Another error of the same character appears in the percentile curves, as, for example, on page 30. Here equal distances on the base line are given unit values of 5, 15, 10, 20, and 4 points, producing curves of distorted shape. Such statistical presentations are inexcusable in a report of this character.

The discussion of suggested reforms and of the value and uses of mental tests, which appears in the latter part of the book, is rather uncritically optimistic. The limitations of the present types of mental tests in dealing with vocational guidance and with moral delinquency are passed over lightly.

As an example of the survey method applied to a specific field, the book is very suggestive. It contains much information which is valuable, and it emphasizes a number of very important educational problems. But, as an example of a report of a major investigation in the field of educational research, it offers many loopholes for the type of criticism which the science of education is particularly anxious to avoid.

G. T. BUSWELL

Survey of a consolidated school district.—That the problems of the rural consolidated district are in certain respects peculiar to this type of school organization is to be inferred from the difficulties commonly encountered in the process of establishing and administering the schools of such districts. A recent study¹ of a rural high-school district in Colorado throws some light on the sources and the nature of these problems and makes a number of suggestions with a view to correcting certain conditions.

Since social and economic conditions within the organized area are the evident source of many of the problems of the consolidated school, the survey commission very properly undertook an analysis of these conditions. A

¹ *The Fruita Survey*. Fruita, Colorado: Board of Education, 1921. Pp. 111.

description is given of the geographical features of the district, the location of the schools, the nature and value of the land, and the varying characteristics of the six common-school districts which the union high-school district comprises. The social and religious interests of the communities are analyzed, and the social and recreational activities of the schools are shown in their relation to the needs of the whole population of the district. The recommendations of the survey staff, urging larger provisions for recreational opportunities in connection with the schools in the form of better playgrounds, an athletic director, gymnasium, library, etc., are in keeping with the standards generally accepted for rural schools designed to serve as social centers. Certain apparent advantages of combining the six elementary-school districts are noted in the report, and it is recommended that such organization be effected. In a later section of the report, a detailed plan for consolidation is presented. In the discussion of the religious life of the people of the district, the report notes the presence of eight distinct Protestant organizations, most of which are without church buildings and are compelled to use the schoolhouses for such meetings as are held. It is recommended that these Protestant denominations give up their separate organizations and unite in the support of a single community church. In this section of the survey report the analysis of community conditions appears to have been made carefully and thoughtfully, and doubtless the measures suggested by the survey staff would tend to improve some of the conditions noted; but it is questionable whether specific recommendations of the type here found should be made a part of the report of an outside examining body.

The other sections of the report deal with the usual topics of testing, inspecting buildings and other physical conditions, analyzing the curriculum, teaching staff, plan of organization, etc. While many specific recommendations are made, the report in certain instances, as in the discussion of a salary schedule for teachers and in the chapter dealing with administrative policy, follows the more wholesome practice of explaining the principles which should guide the administration in formulating a sound basis of procedure.

The report will prove of interest to county superintendents and principals of consolidated schools, as well as to those who contemplate the organization of consolidated districts in rural territory, because of the detailed descriptions of conditions obtaining in one such district which has an apparently ordinary setting. The plan of the survey, the organization and treatment of the data, and the form of presentation of the material are in the main similar to those of most other rural school surveys.

N. B. HENRY

Philosophy of education.—At the present time we find very little in current literature on philosophical subjects. We have assumed the attitude that we are not interested so much in theory as in results. Educational philosophy has suffered along with general philosophy. The educational literature of